

A STUDY OF GRADING METHODS USED IN GIRL'S PHYSICAL EDUCATION
IN CLASS AA HIGH SCHOOLS OF KANSAS

by

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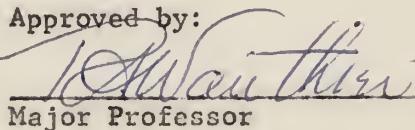
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INTRODUCTION

Defined in the most basic way, a grade means "a school mark or rating." Grading, therefore, refers to the system or method used as a basis for the grade. The value of grades is debatable. However, grading is a present school function and must be properly executed. For many there seems to be no set system or pattern for grading, which probably accounts for the wide variety of methods now in use. In most cases it is up to each individual instructor to determine the factors on which grades are to be awarded. Ideally, it would seem that the leaders in the field should strive to develop a set of criteria on which to base grades, and that this plan would be universally acceptable for use.

The purpose of grades is fourfold. First, they should serve the pupil by informing him of the quality of his course work. Secondly, the teacher should use the grades as a means of evaluation and for pupil guidance. The third purpose of grades should be to inform the parents of their child's success in school. Lastly, they are essential to the school administrator.

Physical education is an educational subject and credit for graduation should be given to students completing the course requirements. Grades should be given in physical education on the same basis as other school subjects and also be used in computing grade averages for the school honor roll.¹

¹Bookwalter, Karl, Physical Education in the Secondary Schools, Washington, D.C.: The Center for Applied Research in Education, Inc., 1964, p. 80.

PURPOSE OF STUDY

The purpose of this report was to determine the present grading methods in use in girl's physical education in the Class AA high schools in Kansas. Facts were sought to determine the educational background in grading procedures of the instructors, the number of years physical education is required in the various schools, how the grading procedure in physical education compares to that used throughout the school, the factors used in determining the grade, and whether the students are involved in the grading process.

It was also hoped that through this study the results would be helpful to the physical educators responsible for professional teacher preparation. From it they might realize some needs which they can fulfill concerning grading methods.

Since grading is somewhat puzzling and also a controversial subject among many physical educators, the author hoped to gain a better understanding through this study.

METHOD OF STUDY

A short answer questionnaire was constructed to collect the information sought on the methods of grading being used in girl's physical education.

The questionnaire was two pages in length and included mainly "yes" and "no" questions, with several short answer questions spaced throughout to gain a better insight into various areas of the methods

used. The questionnaire was constructed so that it would not require a great deal of time to complete and therefore, would result in more returns. A large number of returns would results in a more complete study of the problem. A copy of the questionnaire is included in the appendix.

The Kansas High School Activities Association lists in its handbook a total of fifty-six Class AA high schools in the state. Since this study was to include only girl's physical education, three Class AA high schools had to be excluded as they were boy's schools. This left a total of fifty-three schools surveyed to determine the methods of grading that were used in physical education classes.

The list of schools was taken from the Kansas High School Activities Association Handbook for 1966-67. A questionnaire was sent to the girl's physical education instructor in each of the fifty-three schools with the Class AA ranking. In order to make it more convenient for the individual completing the questionnaire, a self-addressed, stamped envelope was enclosed with the questionnaire.

The initial questionnaire brought a return from thirty-three schools. Two weeks later a follow-up letter was sent in order to try to obtain more replies. This letter resulted in four more returns and left a total of sixteen Class AA schools excluded from the study.

The results of the return of the questionnaires were as follows:

Percent of returns 69.8%

The questionnaires which were returned indicated an interest in this problem and the outcome of the survey.

REVIEW OF RELATED LITERATURE

The material presented in this section was selected in order to present a brief view of recommended practices in the area of grading in physical education as stated by leading physical educators. This information was obtained from a review of the current literature.

Although there seemed to be a great deal of controversy as to what factors should be included in the determination of the grade in physical education, there was widespread approval on one major recommendation. This being that physical education is one of the educational subjects and its standing should be maintained by giving credit for graduation and a grade for the work completed. Grades should be given on the same basis as other school subjects and have equal value in computing pupils' scholastic standing.

According to Bookwalter² there have been mistakes made in the grading of physical education which should be avoided if at all possible. These included: (1) Figuring grades the night before grade cards were to be issued. These were based on attendance and the ability of the instructor to remember the conduct of the student. (2) Another undesirable method was that of a grade formed from day to day but based

²Bookwalter, Karl, "Marking in Physical Education," The Journal of Health, Physical Education and Recreation, (January, 1936), p. 16.

primarily on attendance and conformity to the rules. (3) One system described, which was felt to be negative rather than positive, was to start the student out with 100% and then subtract points when various rules were violated. (4) The last system that was considered to be a poor method of grading was the "pass" or "fail" method. If this particular method is used, fellow educators, parents and students are led to believe that physical education has no standards or objectives.

Several authors felt that grades should report the progress of the pupil in relation to the goals and objectives set up for the class. It should not be a value judgment that the teacher places on the student. Further than this, however, the criteria for grading began to show definite areas of conflicting opinion.

Frederick W. Cozens and N. P. Neilson³ believe that too much of the time the pupils in physical education are graded according to the teacher's subjective opinion, and include such items as attendance, effort, attitude, conduct, and achievement in physical skills. Research has shown that grades given pupils by teachers are unreliable. Therefore, these two leaders in the field of physical education advocate the discontinuance of grades in physical education, especially the use of them as whips to get the pupils to engage in various activities.

Liba and Loy⁴ recognized that many teachers will object to leaving

³Cozens, Frederick W. and N. P. Neilson, "Marking in Physical Education," The Journal of Health and Physical Education, Vol. V, (December, 1934), p. 21.

⁴Liba, Marie R. and John W. Loy, "Some Comments on Grading," The Physical Educator, (December, 1965), p. 159.

out of consideration such factors as the pupil's attitude, effort, conduct in class, and various personality traits. These are certainly important and should be taken into account in some way. These two authors believed that if only one grade was to be given, it should be a grade of scholarship and not a hodgepodge of miscellaneous items.

If social and character development aspects are included in the objectives of physical education, then according to Dorothy Mohr,⁵ they should be measured. She suggests that the methods which can be used in this measurement are rating scales, anecdotal records, attitude scales, personality inventories, and sociometric questionnaires.

The idea of a dual marking system was suggested by some of the leaders in the field. The measurement or grading of lack of interest or poor attitude, and questionable or desirable health practices are not reflective of competence in the activities of the physical education program and therefore should not be included in the grade. A separate grade for social and personal health would be more desirable.

Broer⁶ states that if the elements of attitude, attendance, sportsmanship, effort, social adjustment, dress, and showers are included in the final grade, then provision should be made for the teaching of these elements. He feels that it is unfair to grade a student on something that has not been taught in class, yet is a part of the

⁵Mohr, Dorothy R., Teachers Guide for Physical Education for High School Students, Washington, D.C.: American Association for Health, Physical Education and Recreation, 1963, p. 89.

⁶Broer, Marion R., "Are Our Physical Education Grades Fair," The Journal of Health, Physical Education and Recreation, (March, 1959), p. 84.

total grade.

Most authorities are agreeable in their belief that the largest percentage of the physical education grade should be based on skill. This is true because skill development is one of the physical educator's main objectives and a large proportion of class time is devoted to its attainment.

Knowledge is another element which the majority of authors feel should be measured. In physical education classes students are taught knowledge of the most effective way to perform skills, strategy, vocabulary, and the rules of the activities. If these are presented in the class, then they should definitely be evaluated by means of a well-constructed, valid, reliable, and objective test.

Basing the physical education grade on other elements beside skill and knowledge evokes the many controversial viewpoints which have already been presented in the above discussion of the current literature.

In the study of the literature one research project was found which was conducted on the methods of grading in physical education. This was a study done by D. W. Halladay,⁷ who is associated with the University of Florida. The results indicated that there was a definite degree of variation, confusion, and contradiction in regard to theory and practice in grading physical education activities. No two institutions participating in the study followed the same procedure in

⁷Halladay, D. W., "Grading in Physical Education," Research Quarterly, (October, 1948), p. 178.

determining a student's grade.

One more recommendation which was listed as very important by many authors was the communication with students and parents regarding the method of grading used by the instructor. This interpretation of the system should be done as soon as possible after the beginning of the course. According to Mohr⁸ the best way of communicating with parents about their children's accomplishments is through face-to-face conferences. The student and the parent should be convinced that the grade in physical education does not indicate the value the teacher places on the student as a person, but only represents his achievement as compared with group standards or his own individual potentialities.

George Altmann⁹ feels that it is also quite important that students take an active part in the grading process. One way that this can be accomplished is through grading other class members on skills. The grader both performs and grades. Other ways students can be given an opportunity to share in grading are by discussing the objectives and helping to administer tests.

After reviewing the literature on grading in the field of physical education, one can readily see that the measurement of a student's achievement is a very involved and complex process. Since there seems

⁸Mohr, Dorothy R., Teachers Guide for Physical Education for High School Students, Washington, D.C.: American Association for Health, Physical Education and Recreation, 1963, p. 93.

⁹Altmann, George J., "Grading Plan for Small Classes or Squads," The Journal of Health, Physical Education and Recreation, (May, 1936), p. 330.

to be no set procedure it is up to each individual instructor to develop a method which is acceptable to the administration of the local school system where he is employed. The individual should make a thorough study of grading methods before deciding upon the best method of grading to use in physical education.

RESULTS AND ANALYSIS OF THE QUESTIONNAIRE

In the state of Kansas the high schools are classified into four groups for interscholastic activity purposes. The classes are determined by means of enrollment with the Class AA schools being the fifty-six schools with the largest enrollments. The author sent out fifty-three questionnaires to Class AA schools. The manner of selection of these schools was previously discussed in the Method of Study section of this report.

Background of Instructors

Question 1. Name of School _____

This question asked for the name of the high school completing the questionnaire. The reason for requesting this information was so that the author could keep a tabulation of the schools as replies were received so that if a follow-up letter was required, the process of sending it would be simplified.

Question 2. Have you at any time taken a course in which you were instructed in how to grade physical education classes?

If you answered yes to the above question, please complete the following. The level on which I took this course was the Undergraduate

level _____ Graduate level _____

TABLE I

PREVIOUS TRAINING IN GRADING METHODS

| Reply | Number of Instructors | Percent |
|-------|-----------------------|---------|
| Yes | 24 | 64.8% |
| No | 13 | 35.1% |

The results of this question showed that only about two-thirds of the physical education instructors surveyed had received training in how to grade in their subject field. Twenty-four instructors stated that they had a background in grading techniques which was 64.8% of the total questioned. Thirteen instructors stated that they had never received instruction in grading. This was a total of 35.1%.

Those instructors who replied in the affirmative to the above question were asked to designate the level on which they received this instruction.

TABLE II

EDUCATIONAL LEVEL WHERE TRAINING WAS RECEIVED

| Educational Level | Number of Instructors | Percent |
|--------------------------|-----------------------|---------|
| Undergraduate level | 11 | 45.8% |
| Graduate level | 5 | 20.8% |
| Both of the above levels | 7 | 29.1% |
| Graduate Workshop | 1 | 4.1% |

The second portion of this question showed that nearly half of the teachers had received their only training in grading from a course on the undergraduate level. It should be noted that Table II shows that seven received training on both the undergraduate and graduate levels. The addition of these seven to the eleven who were educated at the undergraduate level gives a total of eighteen or 75% that experienced instruction in grading during their undergraduate training. Courses containing instruction in the methods of grading were taken by five people at the graduate level and were the only source of their background of evaluative knowledge. One teacher attended a workshop on the graduate level where grading methods were discussed.

Physical Education Requirement

Question 3. Please check the number of years girls are required to take physical education in your school.

.5 1 2 3 4

TABLE III

NUMBER OF YEARS PHYSICAL EDUCATION IS REQUIRED

| Number of Years | Number of Schools | Percent |
|-----------------|-------------------|---------|
| One semester | 1 | 2.7% |
| One year | 21 | 56.7% |
| Two years | 15 | 40.5% |
| Three years | 0 | 0.0% |
| Four years | 0 | 0.0% |

The results showed that over half the schools required only one year of physical education of their students. This was the case in

twenty-one schools for an overall total of 56.7%. Most of the schools gave large enrollments as the reason for having only a one-year requirement. Fifteen instructors, or 40.5%, reported that their schools had a two-year requirement. One school required their students to take only one semester of physical education with the remainder of the year filled by a health education course. None of the thirty-seven schools included in this study required more than two years of physical education. This question informs one that the largest schools in the State of Kansas are including only a very basic amount of physical education within their total school curriculum. This is considerably below the ideal requirement which is a regular program of physical education in all grades.¹⁰

Question 4. Is credit toward graduation given for completion of physical education activities? Yes _____ No _____

TABLE IV
NUMBER OF SCHOOLS GIVING CREDIT TOWARD GRADUATION

| Reply | Number of Schools | Percent |
|-------|-------------------|---------|
| Yes | 37 | 100% |
| No | 0 | 0% |

This question drew an affirmative reply from all thirty-seven of the schools participating in the study. This was indicative that in

¹⁰Nixon, John E. and Ann E. Jewett, Physical Education Curriculum, New York: The Ronald Press Company, 1964, p. 105.

100% of the schools the students received credit towards graduation for the courses that they complete in physical education.

Question 5. Does your school offer an elective course in physical education beyond the required program?

Yes _____ No _____

TABLE V

NUMBER OF SCHOOLS OFFERING PHYSICAL EDUCATION COURSES BEYOND THE REQUIREMENT

| Reply | Number of Schools | Percent |
|-------|-------------------|---------|
| Yes | 24 | 64.8% |
| No | 13 | 35.1% |

Twenty-four schools, or 64.8%, answered this question positively. A number of the instructors who stated "no" to the question went on to say that it was impossible to offer classes beyond the requirement because of excessively large enrollments in their schools. These large schools had neither the space, time, or instructors needed for providing advanced courses.

A second portion was added to question five which was stated as follows: If you answered "yes" to the above question, please indicate if this course is graded in the same manner as the required courses. If not, how is it graded?

TABLE VI

COMPARISON OF GRADING METHODS USED IN REQUIRED COURSES
AND ELECTIVE COURSES

| Methods Used | Number of Schools | Percent |
|--------------|-------------------|---------|
| Same | 23 | 95.8% |
| Different | 1 | 4.1% |

Of the twenty-four schools replying that their school offered an elective course beyond the required courses, twenty-three stated that the elective course was graded in the same manner as those courses which were required. This was 95.8% of the schools answering this section of question five. The method of grading used in these two types of classes was the letter of A, B, C, D, and F. The only school that graded the two courses in a different manner used the "satisfactory" and "unsatisfactory" as the method in the elective course. This instructor used letter grades in grading the required courses. There was no explanation as to why she chose to grade them differently.

Relationship to the Overall School Grading Plan

Question 6. Are physical education grades used in computing grade averages for your school's honor roll? Yes _____ No _____

TABLE VII

NUMBER OF SCHOOLS USING PHYSICAL EDUCATION GRADES IN COMPUTING GRADE AVERAGES FOR THE HONOR ROLL

| Physical Education Grades Used | Number of Schools | Percent |
|--------------------------------|-------------------|---------|
| Yes | 24 | 64.8% |

TABLE VII (continued)

| Physical Education Grades Used | Number of Schools | Percent |
|-----------------------------------|----------------------|---------|
| No | 12 | 32.4% |
| No Reply | 1 | 2.7% |

Approximately two-thirds of the schools replying to this question, made use of physical education grades in computing the students grade averages for the school honor roll. There were twelve negative replies which was 32.4% of those answering this portion of question six. One instructor failed to answer the question. The instructors who stated that physical education grades were not used in computing grade averages for the honor roll were asked to explain why they were not included.

TABLE VIII

**REASONS WHY PHYSICAL EDUCATION GRADES ARE NOT USED
FOR HONOR ROLL COMPUTATION**

| Reason | Number of Schools | Percent of All Schools |
|--|----------------------|---------------------------|
| District policy | 4 | 33.3% |
| Administrative policy | 2 | 16.6% |
| Physical Education not considered an academic subject | 2 | 16.6% |
| School counselor's influence | 1 | 8.3% |
| No explanation given | 3 | 25.0% |

The twelve instructors involved in answering part two of question six, gave the following reasons for the exclusion of physical education grades from use. Four schools replied that it was a district policy

not to include physical education grades. There was no further explanation as to why this policy was developed. This was the reason given for a third of the negative replies. Two teachers stated that it was an administrative policy within their school. Two others said that it was felt that physical education was not a "solid" or academic subject and therefore its grades were excluded from use in computing grade averages for the honor roll. Physical education grades were not used in one school because the school counselor thought that it was unfair to the intelligent child to include his physical education grade in his overall grade average. Three instructors, out of the twelve that replied "no," failed to give an explanation as to why physical education grades are not included.

Question 7. Please indicate the system of grading used by you for evaluating physical education activities.

Pass or Fail _____

Positive mark of A, B, C, D, and F _____

Other methods (please explain) _____

TABLE IX

SYSTEMS OF GRADING USED IN PHYSICAL EDUCATION

| Systems Used | Number of Schools | Percent of All Schools |
|---------------------------------|-------------------|------------------------|
| Pass or Fail | 1 | 2.7% |
| Positive mark of A,B,C,D, and F | 35 | 96.4% |
| Other systems | 1 | 2.7% |

The majority of physical education instructors used the positive mark of A, B, C, D, and F in the grading of physical education activities. All but two, or 96.4%, used this system. The two instructors that used other systems differed from each other in their selection. One used the system of "pass" or "fail," while the other used a numerical system of 1, 2, 3, 4, and 5. This system is somewhat like the A, B, C, D, and F system, according to the instructor. Bookwalter¹¹ states that the "pass" or "fail" system has its merits. However, he feels like many other authors, that physical education must be graded in the same manner as other school subjects. This being in order to upgrade physical education in the eyes of persons outside of the profession.

Question 8. Is the grading system used by your department the same system as the one used throughout your school?

Yes _____ No _____

TABLE X

COMPARISON OF PHYSICAL EDUCATION GRADING SYSTEMS TO
THE TOTAL SCHOOL GRADING SYSTEM

| Comparison of Systems | Number of Schools | Percent of All Schools |
|-----------------------|-------------------|------------------------|
| Same system used | 36 | 97.2% |
| Different system used | 1 | 2.7% |

¹¹Bookwalter, Karl, "Marking in Physical Education," The Journal of Health, Physical Education and Recreation, (January, 1936), p. 17.

All of the schools completing the questionnaire, with the exception of one, used the same system of grading in physical education as was used throughout the whole school. This was a total of 97.2%. The instructor reporting a variance in systems was the one who reported using the "pass" or "fail" system of grading in answering question seven.

Question 9. Who determined the grading system you now use?

Administration _____

Physical Education Department _____

Your personal decision _____

The results received from this question showed one of the widest spreads of any question included in the questionnaire.

TABLE XI

DETERMINANT OF GRADING SYSTEMS NOW IN USE

| Determinant | Number of Schools | Percent of All Schools |
|--|-------------------|------------------------|
| Administration | 10 | 27.0% |
| Physical Education Department | 7 | 18.9% |
| Instructor's Personal Decision | 8 | 21.6% |
| Administration and Physical Education Department | 6 | 16.2% |
| Physical Education Department and Instructor's Personal Decision | 3 | 8.1% |
| All three sources listed in the question | 2 | 5.4% |
| Administration and Instructor's Personal Decision | 1 | 2.7% |

Ten instructors replied that their school administration decided upon the grading system used by them in their physical education

classes. This was 27.0% of the total number answering the questionnaire. Eighteen and nine-tenths percent of the individuals reported that the physical education department had determined the system that they used. Eight teachers, or 21.6%, were allowed to decide upon their own the way in which they wished to grade their classes. The rest of those replying to this question showed several combinations of the three above determinants as responsible for their grading plan. In six schools the administration and the physical education department had made the decision. The grading system was decided by the administration and the instructor's personal decision in one school, and by the physical education department and the individual instructor's personal decision in three other cases. The remaining two schools used a combination of all three -- the administration, physical education department, and the personal decision of the instructor -- to determine the grading procedure that they would employ. The professional literature states that the first requirement of a satisfactory grading system is that it be a group policy, arrived at after deliberation by all members of the teaching and administrative staffs.¹²

Question 10. Is your present system of grading satisfactory to you?

Yes _____ No _____

¹²Liba, Marie R. and John W. Loy, "Some Comments on Grading," The Physical Educator, (December, 1965), p. 159.

TABLE XII
INSTRUCTOR'S ATTITUDE TOWARD GRADING SYSTEM NOW IN USE

| Attitude Toward Grading System | Number of Instructors | Percent of Instructors |
|-----------------------------------|--------------------------|---------------------------|
| Satisfied with system | 32 | 86.4% |
| Dissatisfied with system | 3 | 8.1% |
| Undecided | 2 | 5.4% |

Nearly every instructor participating in this study stated that they were satisfied with the grading system now in use. This was a total of thirty-two instructors, or 86.4%. Of the five remaining, three stated that they were not satisfied and two were undecided. Those individuals who replied that they were not satisfied were asked to state why they were dissatisfied or what problems the use of their present system causes them. Five instructors were included in this portion of question ten and their responses were quite varied. To begin with, the instructor who was forced to grade on the "pass" or "fail" basis showed her unhappiness with this system by stating that she felt that the highly skilled individuals have no incentive to do well and that this type of grade has little meaning to the students. This is in violation of one of the important objectives or principles of grading. This being that the grade given to a student should be fully understood and that it show the student his standing in relation to standard performance.

Another instructor stated that her classes were too large to fairly

grade each individual student in the way grading should be done. Two other teachers stated that they were dissatisfied with the present system because there are too many intangible things to grade and that it is difficult to grade subjectively. The fifth instructor included in this section wrote down on the questionnaire that she was not satisfied, but failed to state why she felt this way.

Factors Used in the Grading of Students

Question 11. Please indicate approximately what percentage of the student's grade is dependent upon the following considerations:

- | | |
|------------------------------------|---------|
| A. Attitude | _____ % |
| B. Attendance | _____ % |
| C. Uniform | _____ % |
| D. Daily work | _____ % |
| E. Effort | _____ % |
| F. Personal Hygiene | _____ % |
| G. Improvement | _____ % |
| H. Oral Examinations | _____ % |
| I. Skill Examinations | _____ % |
| J. Written Examinations | _____ % |
| K. Skill or Proficiency | _____ % |
| L. Posture | _____ % |
| M. Social Qualities | _____ % |
| N. Physical Fitness | _____ % |
| O. Empirical (subjective) judgment | _____ % |

P. Other Considerations (please list) _____

TABLE XIII

NUMBER OF INSTRUCTORS USING LISTED FACTORS IN THE DETERMINATION OF STUDENT GRADES

| Factor | Number of Instructors | Percent of Instructors |
|------------------------------------|-----------------------|------------------------|
| A. Attitude | 29 | 78.3% |
| B. Attendance | 29 | 78.3% |
| C. Uniform | 32 | 86.4% |
| D. Daily work | 31 | 83.7% |
| E. Effort | 25 | 67.5% |
| F. Personal Hygiene | 19 | 51.3% |
| G. Improvement | 22 | 59.4% |
| H. Oral Examinations | 1 | 2.7% |
| I. Skill Examinations | 31 | 83.7% |
| J. Written Examinations | 33 | 89.1% |
| K. Skill or Proficiency | 24 | 64.8% |
| L. Posture | 4 | 10.8% |
| M. Social Qualities | 5 | 13.5% |
| N. Physical Fitness | 12 | 32.4% |
| O. Empirical (subjective) judgment | 8 | 21.6% |
| P. Other considerations | 0 | 0.0% |

This particular question presented a problem as very few of the instructors ranked the factors by percentages when answering. Therefore, the author had to change the planned procedure and merely judge the factors according to whether they were used in determining the student's grade. As one can note by studying Table XIII, the factors used to make up the total grade in physical education activities are extremely varied. It can be stated, however, that the majority of instructors employ a number of factors in determining the final grade. The factors used most frequently by a majority of instructors are

listed as follows in order according to percent of use, the highest being listed first. They are as follows: written examinations - 89.1%, uniform - 86.4%, daily work and skill examinations - both 83.7%, attitude and attendance - both 78.3%, effort - 67.5%, skill or proficiency - 64.8%, and improvement - 59.4%. The rest of the factors listed were not used by a majority of the teachers in determining the physical education grade.

The use of empirical or subjective judgment was employed by only eight of the instructors. This indicates that the majority of those participating in this study agree with the present recommendation that physical educators use objective means of grading whenever possible.¹³ This means that we should make use of scientific measurement and evaluation techniques as often as we can.

The factors of posture, social qualities, and oral examinations were used by only a very few. Twelve, or 32.4%, of the instructors used physical fitness as a part of the total grade. The last factor listed was personal hygiene. Half of the instructors included it as a factor in the determination of the student's grade.

Question 12. Do you make use of a demerit system in your grading?

Yes _____ No _____

¹³Bucher, Charles A., Administration of School Health and Physical Education Programs, St. Louis: The C. V. Mosby Company, 1963, p. 376.

TABLE XIV
NUMBER OF INSTRUCTORS USING A DEMERIT SYSTEM

| Reply | Number of Instructors | Percent of All Instructors |
|-------|-----------------------|----------------------------|
| Yes | 25 | 67.5% |
| No | 12 | 32.4% |

The results of this question showed that approximately two-thirds of the instructors surveyed used a demerit system as a factor in the determination of the student's final grade. The use of such a system is opposed by the majority of leaders in the field as it is negative in its psychology. Rather than subtracting points from a student's grade for failing to comply to regulations, it is better psychology to start from scratch and make each day's work accumulate points for the student.¹⁴

The instructors who replied in the affirmative to question twelve were asked to answer the following statement. If you answered "yes," would you please indicate how and why you make use of a demerit system? Twenty-five were involved in this portion of question twelve.

TABLE XV
FACTORS CONSIDERED IN THE DEMERIT SYSTEM

| Factors Considered | Number of Instructors | Percent of All Instructors |
|--------------------|-----------------------|----------------------------|
| Uniform | 2 | 8.0% |

¹⁴Bookwalter, Karl, "Marking in Physical Education," The Journal of Health, Physical Education and Recreation, (January, 1936), p. 16.

TABLE XV (continued)

| Factors Considered | Number of Instructors | Percent of All Instructors |
|---------------------------------------|-----------------------|----------------------------|
| Dressing room clean | 1 | 4.0% |
| 3% off grade each day not suited up | 1 | 4.0% |
| Tardies, showering, and uniform | 14 | 56.0% |
| Insubordination, gum chewing, uniform | 5 | 20.0% |
| No explanation | 2 | 8.0% |

The results of this question showed a wide variation of factors used in making up the demerit systems. Over half of the instructors, or 56.0%, reported that they used a demerit system in relation to tardiness, showering, and uniform. It was felt that the demerit system was needed in order to keep the students complying to the regulations developed concerning these factors. Five, or 20% of the total, used their demerit system to control disciplinary problems. They subtracted from the student's grade for insubordination, gum chewing, and violation of uniform regulations. Two teachers used the uniform as the basis for their system of demerits. One individual penalized the students for failure to pick up the dressing room and another subtracted 3% from the grade every day the student failed to suit up for class activities. The other two teachers who replied that they used a demerit system in their grading, did not answer the second part of question twelve.

Question 13. If you conduct the following types of examinations

in physical education, please indicate the sources from which you take your tests. Please indicate by using percentages.

A. Skill tests

 % standardized

 % departmental

 % personally constructed

B. Written tests

 % standardized

 % departmental

 % personally constructed

C. Oral tests

 % standardized

 % departmental

 % personally constructed

Once again, as in question eleven, very few of those replying to question thirteen indicated their answers in percentages as was requested by the author. Therefore, it was necessary to use the results of this question in a different manner than was originally intended. The reader will note that there are three tables used in the discussion of this question so that each type of examination can be covered separately. The material that follows presents the number of instructors using each type and the source or sources from which each is derived.

TABLE XVI

SOURCES OF SKILL EXAMINATIONS
USED BY THIRTY-SIX INSTRUCTORS

| Sources | Number of Instructors | Percent of All Instructors |
|--|--------------------------|-------------------------------|
| Standardized | 2 | 5.5% |
| Departmental | 0 | 0.0% |
| Personally constructed | 18 | 50.0% |
| Standardized and departmental | 1 | 2.7% |
| Departmental and personally constructed | 1 | 2.7% |
| Standardized and personally constructed | 9 | 25.0% |
| All three as listed in question 13-A | 5 | 13.8% |

Thirty-six of the thirty-seven instructors participating in this study replied that they made use of skill examinations in their grading of physical education activities. This was 97.2% of the total number.

In determining the sources of the skill examinations used, the following patterns were found to exist. Fifty percent of the instructors personally constructed the tests which they administered. Another 25% reported that the skill examinations they used were both standardized and personally constructed. Five teachers, or 13.8%, used skill tests from all three sources listed in the question. Two instructors used only standardized skill examinations. Of the remaining instructors, one used both departmental and personally constructed tests, and the second employed standardized and departmental tests. None of the instructors reported using tests which were strictly departmental in

their derivation.

TABLE XVII

SOURCES OF WRITTEN EXAMINATIONS
USED BY THIRTY-FIVE INSTRUCTORS

| Sources | Number of Instructors | Percent of All Instructors |
|--|--------------------------|-------------------------------|
| Standardized | 0 | 0.0% |
| Departmental | 0 | 0.0% |
| Personally constructed | 28 | 80.0% |
| Standardized and departmental | 0 | 0.0% |
| Departmental and personally constructed | 3 | 8.5% |
| Standardized and personally constructed | 1 | 2.8% |
| All three as listed in question 13-B | 3 | 8.5% |

Only two instructors out of the thirty-seven included in this study on grading procedures reported that written examinations were not used in their classes. A total of 94.5% of the instructors used written tests.

The sources from which these written examinations were derived were fewer in number than the sources of the skill examinations. Twenty-eight, or 80%, of the instructors stated that they personally constructed all of the written examinations which they administered to their physical education classes. None of those using written examinations reported using the sources that were strictly standardized, departmental, or a combination of the two. Three, or 8.5%, replied that the written tests they chose for use were both departmental and personally constructed. Three others specified that they used all three

sources listed in the question. The remaining individual used a combination of standardized and personally constructed written examinations.

TABLE XVIII

SOURCES OF ORAL EXAMINATIONS
USED BY SEVEN INSTRUCTORS

| Sources | Number of Instructors | Percent of All Instructors |
|------------------------|-----------------------|----------------------------|
| Standardized | 0 | 0.0% |
| Departmental | 0 | 0.0% |
| Personally constructed | 7 | 100.0% |

Seven instructors replied that the oral examinations that they made use of were personally constructed. This was a total of 100%.

Question 14. Please check the following statements as they apply to your grading system.

A. In the matter of skill is the individual graded on the basis of her standing with reference to the average of the class? Yes _____ No _____

B. Is the individual graded on the basis of her standing with reference to an established skill or record?

Yes _____ No _____

C. Is the individual graded upon the basis of the degree to which she has approached her own maximum possibilities?

Yes _____ No _____

D. Other considerations: _____

TABLE XIX

NUMBER OF INSTRUCTORS GRADING THE INDIVIDUAL ON THE BASIS
OF HER STANDING WITH REFERENCE TO THE CLASS AVERAGE

| Reply | Number of Instructors | Percent of All Instructors |
|-------|--------------------------|-------------------------------|
| Yes | 19 | 51.3% |
| No | 18 | 48.6% |

This section of question fourteen showed almost an even distribution among the thirty-seven instructors. Nineteen, or 51.3%, responded that they graded the individual student on his standing in relation to the class average. The rest of the teachers answering section A responded negatively to the statement. This accounted for 48.6% of the total number completing the questionnaire.

TABLE XX

NUMBER OF INSTRUCTORS GRADING THE INDIVIDUAL ON THE BASIS
OF HER STANDING WITH REFERENCE TO AN ESTABLISHED SKILL OR RECORD

| Reply | Number of Instructors | Percent of All Instructors |
|-------|--------------------------|-------------------------------|
| Yes | 16 | 43.2% |
| No | 21 | 56.7% |

Section B of this question also indicated a fairly even distribution. Sixteen of the instructors, or 43.2%, graded the individual on the basis of her standing in relation to an established skill or record. Twenty-one replied that they did not grade the individual by

this means. This was 56.7% of the total number answering this section.

TABLE XXI

NUMBER OF INSTRUCTORS GRADING THE INDIVIDUAL ON THE BASIS
OF THE DEGREE TO WHICH STUDENT APPROACHES HER MAXIMUM POSSIBILITIES

| Reply | Number of Instructors | Percent of All Instructors |
|-----------|-----------------------|----------------------------|
| Yes | 25 | 67.5% |
| No | 8 | 21.6% |
| Sometimes | 4 | 10.8% |

Two-thirds, or 67.5%, of the instructors questioned replied that grades given the individual student were given on the basis of the degree to which each one approached her own maximum possibilities. Eight, or 21.6%, reported negatively to section C of this question. The four remaining instructors indicated that only occasionally was this factor a basis for the individual's grade.

TABLE XXII

OTHER CONSIDERATIONS USED IN GRADING THE INDIVIDUAL
IN PHYSICAL EDUCATION ACTIVITIES

| Considerations Used | Number of Instructors | Percent of All Instructors |
|---------------------|-----------------------|----------------------------|
| None | 35 | 94.5% |
| Improvement | 1 | 2.7% |
| Maximum effort | 1 | 2.7% |

A fourth section was added to question fourteen to ascertain whether any additional considerations were used in grading the individ-

ual in physical education activities. All but two instructors replied they made no use of any other considerations. Of the two answering affirmatively, one reported that the individual was graded on improvement while the second graded on or stressed maximum effort.

Question 15. How does the distribution of grades in physical education conform to the normal distribution of grades in your school?

- Same
- More high grades in physical education
- More low grades in physical education

TABLE XXIII

COMPARISON OF GRADE DISTRIBUTIONS IN PHYSICAL EDUCATION
TO GRADE DISTRIBUTIONS IN THE TOTAL SCHOOL

| Comparison of Grade Distributions | Number of Instructors | Percent of All Instructors |
|--|-----------------------|----------------------------|
| Same | 21 | 56.7% |
| More high grades in physical education | 15 | 40.5% |
| More low grades in physical education | 0 | 0.0% |
| More average or "C" grades in physical education | 1 | 2.7% |

Over half, or 56.7%, of the instructors felt that the grade distribution in physical education was comparable to, or the same as the grade distribution in their schools. Fifteen felt that more high grades were given in physical education than were given in the rest

of the school. This was a total of 40.5%. One instructor indicated that more average or "C" grades were given in physical education than were given elsewhere in that particular school. Broer¹⁵ states that approximately the same percentage of the various grades (A, B, C, D, and F), will be given in physical education as in the other subject areas "if the grades reflect true levels of student accomplishment."

Student Involvement in Grading

Question 16. Do your students have an opportunity to share in the grading process? Yes _____ No _____

TABLE XXIV

STUDENT INVOLVEMENT IN THE GRADING PROCEDURE

| Students Involved | Number of Schools | Percent of All Schools |
|-------------------|-------------------|------------------------|
| Yes | 10 | 27.0% |
| No | 26 | 70.2% |
| Yes and No | 1 | 2.7% |

Ten instructors replied that their students were involved in the grading procedure. How this involvement was accomplished was supplied in answering the second portion of question sixteen. Twenty-six, or 70.2%, of the teachers stated that students played no part in the grading process. One instructor stated that students helped to grade in

¹⁵Broer, Marion R., "Are Our Physical Education Grades Fair," The Journal of Health, Physical Education and Recreation, (March, 1959), p. 84.

some sports, but undecided upon how to answer the question, her reply was "yes and no."

The instructors who answered "yes" to the first part of this question were asked to discuss how the students were involved. Table XXV indicates the involvement.

TABLE XXV
HOW STUDENTS ARE INVOLVED IN THE GRADING PROCESS

| Part Played by the Students | Number of Schools | Percent of All Schools |
|---|----------------------|---------------------------|
| Senior leaders evaluate squads | 2 | 20.0% |
| Computation of squad grades | 1 | 10.0% |
| Setting standards for skill tests | 1 | 10.0% |
| Team captains grade teammates | 1 | 10.0% |
| Construct written test items and skill test scales | 1 | 10.0% |
| Rating scales used to rate each other | 1 | 10.0% |
| Score own skill tests | 1 | 10.0% |
| No explanation | 2 | 20.0% |

The twelve individuals included in this portion of question sixteen listed eight different means of involving students in the grading process. Two instructors, or 20% of the total, had senior leaders grade the squads. There were also two instructors who failed to give an explanation of how their students played a part in grading procedures. The remaining six instructors each stated a different way in which their students served in grading. These were in computing squad grades, setting standards for skill tests, team captains grading their teammates, constructing written test items and skill test scales, using rating scales to rate fellow students, and scoring their own skill tests.

Question 17. Do your pupils and their parents understand how your grading system works? Yes _____ No _____

TABLE XXVI

PUPIL AND PARENTAL UNDERSTANDING OF THE GRADING SYSTEM

| Is System Understood | Number of Instructors | Percent of All Instructors |
|----------------------|-----------------------|----------------------------|
| Yes | 35 | 94.5% |
| No | 0 | 0.0% |
| Probably not | 2 | 5.4% |

Nearly all of the instructors involved in this study indicated that the students and their parents had an understanding of the grading system. Two instructors, which accounted for 5.4%, replied that the students probably did not understand the grading system employed.

Those who answered "yes" to the first portion of question seventeen were asked to state how this understanding of their grading system was accomplished. Table XXVII shows the results received from this portion of the question.

TABLE XXVII

METHODS USED TO DEVELOP STUDENT - PARENT UNDERSTANDING OF THE GRADING SYSTEM

| Method | Number of Instructors | Percent of All Instructors |
|---|-----------------------|----------------------------|
| Printed material given to pupils | 11 | 31.4% |
| Orally explained to pupils | 8 | 22.8% |
| P. T. A. Parents Night | 1 | 2.8% |
| Combination of parental letter and oral explanation to pupils | 2 | 5.7% |

TABLE XXVII (continued)

| Method | Number of Instructors | Percent of All Instructors |
|---|--------------------------|-------------------------------|
| Combination of P. T. A. Parents Night and oral explanation to pupils | 7 | 20.0% |
| Combination of P. T. A. Parents Night and printed material for pupils | 2 | 5.7% |
| No explanation | 4 | 11.4% |

The results obtained from this short-answer portion of question seventeen indicated the use of several methods to enlighten students and their parents to the workings of the instructor's grading system. Eleven instructors handled this task by presenting a printed explanation to the students during the first part of the school year. This accounted for 31.4% of the total. An oral explanation to the students was the means used by eight, or 22.8%, of the teachers. One individual reported that the only method she used in explaining her grading system was given orally to the parents at the P. T. A. Parents Night.

The remainder of the instructors responding to this question used various combinations of the above described methods to develop student and parental understanding of the system. Two accomplished this by means of oral explanation to the students and a letter to the parents. In both cases the parental letter was to be read, signed, and returned to the instructor. One-fifth of the teachers orally explained the grading system to both the students and their parents. This oral explanation to the parents occurred at the annual P. T. A. Parents Night.

The final two instructors answering this question stated that they presented the information concerning their grading systems through printed materials given to the students and the P. T. A. Parents Night. Four instructors answering in the affirmative to the first portion of question seventeen failed to give an explanation of how student and parental understanding of their grading system was accomplished. This was a total of 11.4% who gave no reply to the second portion of the question.

Question 18. Would you like to receive a summary of the returns of this questionnaire? Yes _____ No _____

TABLE XXVIII

NUMBER OF INSTRUCTORS REQUESTING RETURNS OF THE STUDY

| Requests | Number of Instructors | Percent of All Instructors |
|----------|-----------------------|----------------------------|
| Yes | 32 | 86.4% |
| No | 4 | 10.8% |
| No reply | 1 | 2.7% |

In reply to question eighteen, the author found that a large majority of the thirty-seven instructors completing the questionnaire were interested in receiving a summary of the results. This was the request of thirty-two or 86.4% of the instructors. Four individuals indicated no interest in being informed of the results. One instructor failed to reply to this question.

The final part of the questionnaire asked for the signature and

position of the instructor completing the questionnaire. The purpose of the inclusion of this request was to facilitate the author in mailing the completed results of this study to those requesting them. Space was also provided at the end of the questionnaire for any additional comments or suggestions which the instructor might wish to include.

SUMMARY

The conclusions which were formed concerning the grading methods used in girl's physical education in the Class AA high schools in Kansas are as follows.

Two-thirds of the thirty-seven instructors taking part in the study had received instruction in grading methods during either their undergraduate or graduate training. Thirteen instructors indicated that no training had been received in grading methods. This number of negative replies seems to indicate a need for college and university physical education departments to re-evaluate their programs of professional preparation in order to be certain instruction in grading methods be included at the undergraduate level. The fact that courses were offered and taken on various educational levels indicates a concern and need for a background in methods of grading physical education activities.

There were twenty-one schools in this study which required one year of physical education and fifteen which required two years. The remaining school required only one semester. It would seem that the largest

high schools in our state are not fulfilling the felt needs of their students in relation to physical education. The ideal requirement is a regular program of physical education in all grades. This would be a requirement of four years in a four-year high school and three years in a three-year high school.

All of the schools involved in this study offered credit toward graduation for completion of physical education requirements. In this respect the Class AA schools are all meeting one of the main recommendations as set forth by the leaders in the field of physical education.

Twenty-four of the total thirty-seven schools participating in this study stated that their schools offered an elective course in physical education beyond the required program. The schools which did not reply affirmatively stated that excessive enrollments, lack of a sufficient number of instructors, and inadequate facilities prevented the enlargement of their programs. Quite a number of new schools are now being planned and built with the advent of consolidation. Therefore, it appears that more physical education facilities need to be considered in this building boom. An increase in the physical education staff seems feasible in order to fulfill the needs of the students.

The grading done in these elective courses was done in the same manner as that for the required courses. This was the case in all but one school, which graded the elective course on a "pass" or "fail"

basis.

Approximately two-thirds of the schools reported that the physical education grades were used in computing grade averages for the school honor roll. Twelve schools did not include physical education grades either because it was a district or administrative policy, or because physical education was not considered an academic subject in their school. The exclusion of physical education grades violates the recommendations of the leaders in the field. They wholly support the policy that physical education not be set apart from the total school curriculum in this manner. As long as grades are given and considered for honors in other subjects, the same consideration must be given for physical education. Physical educators are going to have to begin selling the fact to the administration, fellow teachers, students, and parents that grading in physical education can be done as fairly and accurately as in any other subject area in the school system. Poor grading practices in physical education in the past have given many people a false representation of physical education and its objectives and standards.

Thirty-five of the instructors graded by means of a positive mark of A, B, C, D, and F. This accounted for 96.4% of the total number participating in the study. Thirty-six replied that the system of grading used in physical education was the same as that used throughout the school. This shows that with an exception of only one school, the largest schools in the state are showing agreement with the major-

ity of authors in the field who believe that physical education should be graded by the same system as other subjects such as English, mathematics, and the social studies.

The determinants of the grading system used were quite variable. The administration, physical education department, and individual instructor determined the majority of the systems used. There was considerable interaction between these three in numerous cases. This is in keeping with the first requirement of a satisfactory grading system, that being that it be a group policy arrived at after deliberation by all members of the teaching and administrative staffs.

Thirty-two of the participating instructors stated that their grading system was satisfactory to them. Of the remaining five, three were dissatisfied and two were undecided.

The majority of instructors included the following factors in the determination of student grades: attitude, attendance, uniform, daily work, effort, skill examinations, written examinations, and skill or proficiency. Over two-thirds of the instructors included these factors in their grading process. It should be noted that the factor of physical fitness was used by only twelve of the instructors as a basis for grading. It appears from the data collected for this study, that there is a waning emphasis being placed upon physical fitness as the main objective of physical education classwork. Empirical judgment was a factor used by only eight instructors in their grading of students. This is a factor which authorities in the field feel should not be

utilized in grading any more than is absolutely necessary. More use should be made of objective means of grading.

Twenty-five of the thirty-seven instructors reported that a demerit system was used in their grading. Leading physical educators state that such a system should not be used as it is a negative process. It is better that students work to accumulate points than have them subtracted from their grades.

Some of the factors considered most frequently in the demerit systems were tardiness, showering, uniform, and insubordination.

Nearly all of the instructors made use of skill and written examinations in their physical education classes. Thirty-six of the total instructors reported using skill tests, and thirty-five employed written tests. Only seven instructors stated that oral examinations were used and these were all personally constructed by the instructor.

Nearly all of the written tests, or 80.0%, were personally constructed by the instructor. The skill tests used were mainly personally constructed, or a combination of standardized and personally constructed tests.

Nineteen of the instructors graded the individual student on the basis of her standing in relation to the class average. The other half, or eighteen, did not use this as a factor in grading. Sixteen instructors graded the individual on the basis of her standing with reference to an established skill or record. The remaining twenty-one instructors did not grade the individual in this manner. Twenty-five, or 67.5%,

graded the individual student on the basis of the degree to which she approached her maximum possibilities. Eight instructors did not use it at all, while four used it occasionally. Other considerations used by two instructors in evaluating the individual included improvement made and the amount of effort shown.

The data collected concerning the comparison of grade distributions in physical education to grade distributions in the total school, indicated a decisive division in opinion. Twenty-one instructors felt the distribution was the same. Fifteen believed that more high grades were given in physical education. One instructor felt that more average or "C" grades were given in physical education. Physical educators should strive to distribute grades in physical education so that their distribution is comparable to the distribution of grades throughout the whole school. This will be accomplished if grades reflect the true levels of student accomplishment.

Only ten instructors reported the involvement of their students in the grading procedure. The rest of the instructors did not involve them in any way. Ways of student involvement were as follows: senior leaders evaluated squads, students computed squad grades, team captains graded teammates, students constructed written test items and skill test scales, students rated each other by using rating scales, and some scored their own skill tests. It is felt that the students should be involved in these procedures whenever feasible.

Thirty-five instructors felt that their grading system was under-

stood by both the students and their parents. This was done by means of oral explanation or printed material given to the students, a parental letter, or orally to parents at P. T. A. Parents Night. This is very good to note as it is quite important that the grading system being employed should be fully understood by the students and their parents.

The final question indicated that thirty-two instructors wished to receive a summary of the results of this study. This indicates that grading is a problem which is common and of great concern to nearly all physical education instructors.

RECOMMENDATIONS

On the basis of the information gathered from the review of the literature and the data and statistics compiled, the author would advocate the following recommendations for consideration.

1. The re-evaluation of undergraduate programs of professional preparation to ensure the inclusion of instruction in the methods of grading physical education activities.
2. An increase should be made in the physical education requirements to come closer to the maximum ideal, than to the minimum where the majority are now located.
3. The inclusion of physical education grades in the computation of grade averages for the school honor roll.
4. All the members of the teaching and administrative staffs should take part in deciding upon the grading system and this system should be used by the total school.

5. The instructor should use as little subjective grading as possible, and in its place insert more objective means of grading.
6. Our field should endeavor to develop a set of criteria on which to base grades given in physical education.
7. The use of the demerit system as a factor in grading should be terminated.
8. Both skill and written examinations should be given in physical education.
9. There should be more student involvement in the grading procedure.
10. Instructors should work diligently to achieve pupil and parental understanding of the grading system.

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BIBLIOGRAPHY

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APPENDIX

APPENDIX

QUESTIONNAIRE

1. Name of School _____

2. Have you at any time taken a course in which you were instructed in how to grade physical education classes? Yes _____ No _____

If you answered yes to the above question, please complete the following. The level on which I took this course was the Under-graduate level _____ Graduate level _____

3. Please check the number of years girls are required to take physical education in your school. $\frac{1}{2}$ _____ 1 _____ 2 _____ 3 _____ 4 _____

4. Is credit toward graduation given for completion of physical education activities? Yes _____ No _____

5. Does your school offer an elective course in physical education beyond the required program? Yes _____ No _____

If you answered yes to the above question, please indicate if this course is graded in the same manner as the required courses. If not, how is it graded?

6. Are physical education grades used in computing grade averages for your school's honor roll? Yes _____ No _____

If you answered no, can you explain why they aren't included?

7. Please indicate the system of grading used by you for evaluating physical education activities. Pass or Fail _____

Positive mark of A,B,C,D, and F _____

Other methods (please explain) _____

8. Is the grading system used by your department the same system as the one used throughout your school? Yes _____ No _____

9. Who determined the grading system you now use?

Administration _____
 Physical Education Department _____
 Your personal decision _____

10. Is your present grading system satisfactory to you?

Yes _____ No _____

If you answered no, please explain why you are dissatisfied or what problems the use of it causes.

11. Please indicate approximately what percentage of the student's grade is dependent upon the following considerations:

| | |
|---------------------------------------|-------|
| A. Attitude | % |
| B. Attendance | % |
| C. Uniform | % |
| D. Daily work | % |
| E. Effort | % |
| F. Personal Hygiene | % |
| G. Improvement | % |
| H. Oral Examinations | % |
| I. Skill Examinations | % |
| J. Written Examinations | % |
| K. Skill or Proficiency | % |
| L. Posture | % |
| M. Social Qualities | % |
| N. Physical Fitness | % |
| O. Empirical (subjective judgment) | % |
| P. Other considerations (please list) | _____ |

12. Do you make use of a demerit system in your grading? Yes _____ No _____

If you answered yes, would you please indicate how and why you make use of a demerit system?

13. If you conduct the following types of examinations in physical education, please indicate the sources from which you take your tests. Please indicate by using percentages.

| | |
|------------------|--------------------------|
| A. Skill tests | % standardized |
| | % departmental |
| | % personally constructed |
| B. Written tests | % standardized |
| | % departmental |
| | % personally constructed |

C. Oral tests
 % standardized
 % departmental
 % personally constructed

14. Please check the following statements as they apply to your grading system.

A. In the matter of skill is the individual graded on the basis of her standing with reference to the average of the class? Yes _____ No _____

B. Is the individual graded on the basis of her standing with reference to an established skill or record? Yes _____ No _____

C. Is the individual graded upon the basis of the degree to which she has approached her own maximum possibilities? Yes _____ No _____

D. Other considerations: _____

15. How does the distribution of grades in physical education conform to the normal distribution of grades in your school?

Same
 More high grades in physical education
 More low grades in physical education

16. Do your students have an opportunity to share in the grading process? Yes _____ No _____

If you answered yes, please indicate how they are involved.

17. Do your pupils and their parents understand your grading system and how it works? Yes _____ No _____

If yes, please state how this was accomplished.

18. Would you like to receive a summary of the returns of this questionnaire? Yes _____ No _____

Your signature _____
 Position _____

(Any additional comments or suggestions you may have would be welcomed.)

A STUDY OF GRADING METHODS USED IN GIRL'S PHYSICAL EDUCATION
IN CLASS AA HIGH SCHOOLS OF KANSAS

by

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AN ABSTRACT OF A MASTER'S REPORT

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This survey is an attempt to draw attention to the status of the Class AA high schools in relation to the grading methods used in girl's physical education. After discussing grading with fellow teachers, students, and in various classes, it was found that there were varied opinions concerning the grading methods to be used in physical education activities.

As grading is a present school function and must be properly executed in physical education, a questionnaire was sent to the girl's physical education instructors in fifty-three Class AA high schools in Kansas. Three Class AA schools were omitted from the study as their enrollments included only boys. Information was requested regarding each school's policies and practices in regard to grading in physical education. From the thirty-seven instructors who returned the questionnaire, a compilation of data was made in order to determine the grading methods being utilized in girl's physical education classes in the large high schools of Kansas.

The information received from the thirty-seven instructors showed that only twenty-four had received previous training in grading methods.

In regard to the physical education requirement, it was found that twenty-one schools required one year, fifteen required two years, and the remaining school had a requirement of only one semester. All of the schools gave credit toward graduation to the students completing the requirement.

Twenty-four schools offered an elective course in physical education beyond the required program. The grading of these two courses was

identical in twenty-three of the cases.

Sixty-four and eight-tenths percent of the schools included the use of physical education grades in computing grade averages for the honor roll. The schools that reported the exclusion of physical education grades did so because it was either a district or administrative policy.

Thirty-five instructors used the positive mark of A, B, C, D, and F in evaluating physical education activities. Of the remaining two, one graded on the "pass" or "fail" basis and the second used a numerical system. Thirty-six of the instructors stated that the grading system used by their department was the same as the system used throughout the school.

The determinants of the grading system used were either the administration, physical education department, or the individual instructor. In some cases it was a combination of the three. Thirty-two responded that their present grading system was satisfactory to them.

Factors which the majority of instructors included in the determination of the student's grade were attitude, attendance, uniform, daily work, effort, skill examinations, written examinations, and skill or proficiency.

Twenty-five instructors reported using a demerit system in grading. This was used mainly in reference to uniform, showering, and discipline regulation.

In regard to the types of examinations given, 97.2% of the instructors reported that they gave skill tests, 94.5% gave written tests, and

18.9% gave oral tests.

The grading of the individual in relation to the class average was used by half of the instructors as a basis for grading. Thirty-seven and eight-tenths percent graded on the basis of the student's standing with reference to an established skill or record. There were over two-thirds of the instructors who graded the individual on the basis of the degree to which she approached her own maximum possibilities.

Twenty-one instructors believed that the distribution of grades in physical education was the same as the distribution of grades throughout their school. Fifteen stated that they felt more high grades were given in physical education.

Only ten instructors reported that they offered their students an opportunity to share in the grading process.

There were thirty-five instructors that stated that their grading system was understood by the students and their parents. The methods used to develop this understanding were both oral and written.

Of the thirty-seven instructors returning the questionnaires, thirty-two requested information secured from the survey.